



**Atollo  
Project**

Breaking barriers  
through education

# Guidelines for the Use of Atollo IZZI Digital Materialss

For Teachers and Parents



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## Guidelines for the Use of Atollo IZZI Digital Materials

The final set of the units along with the guidelines on their use can be found on Atollo website in Resource Library here: [Resource Library | The Atollo Project](#). Additionally, the resources section includes a Teachers' Corner and a Parents' Corner with a section for Frequently Asked Questions to support navigation and use of digital education materials.

### Purpose of the Guidelines

The purpose of these guidelines is to support teachers, teaching assistants, and other education professionals in the effective use of the Atollo IZZI digital materials in inclusive and special education settings. While the digital units themselves provide structured, accessible, and differentiated learning opportunities, their impact depends greatly on how they are introduced, selected, and integrated into the wider teaching process.

These guidelines therefore complement the final set of optimised units by translating the project's development and pilot experience into practical recommendations for classroom implementation. They aim to help educators use the materials as flexible support resources rather than as standalone teaching tools.

More specifically, the guidelines are intended to:

- support appropriate selection of units and learning levels,
- encourage blended and differentiated use,
- clarify when learners may work independently and when adult support is needed,
- promote effective use of accessibility features,
- help teachers integrate digital activities into meaningful classroom practice.

In this sense, the guidelines are an essential part of the optimisation process, ensuring that the finalised materials are not only improved in design but also ready for pedagogically sound use in real educational environments.

## General Principles for Use

The Atollo IZZI digital materials are designed to function as flexible and complementary educational resources. The materials are intended to be used alongside textbooks, manipulatives, oral explanation, and other teaching strategies, rather than as the sole source of instruction. One digital unit may be used across more than one lesson, and activities may be selected for introduction, practice, consolidation, or review.

Several general principles should guide their use:

- Use the materials as part of blended learning.

The units work best when combined with discussion, demonstration, hands-on activities, and follow-up tasks beyond the screen.

- Select activities according to learning goals, not only by age.

The materials are aimed at learners working at lower primary learning levels, but they may also be suitable for chronologically older learners with intellectual disabilities when aligned with their individual learning outcomes.

- Use professional judgement to choose the most appropriate level.

The four learning levels should be treated as guidance rather than rigid placement categories. Teachers should select levels according to the learner's profile, the intended objective, and the amount of support available.

- Adapt the use of the materials to the learner's support needs.

Some learners may work independently on selected tasks, while others will need teacher, assistant, or peer support throughout the activity. The pilot findings repeatedly confirmed that adult mediation remains important, especially for learners with higher support needs.

It is not necessary to use all activities in a unit. Teachers may select individual tasks and use only the most relevant sections of accompanying videos, depending on their learners' needs.

- Keep classroom use predictable and low in cognitive load.

The pilot findings suggest that learners benefit most when tasks are introduced clearly, navigation is supported, and activities are presented in a structured sequence.

These principles should be understood as a practical framework for inclusive implementation across mainstream classrooms, special schools, and specialised support centres.

## Practical Instructions for Teachers

### Before the Lesson

Before using the Atollo IZZI materials, teachers are encouraged to prepare both the pedagogical and the technical conditions for successful use.

Recommended preparation steps include:

- identify the learning objective of the lesson,
- select the most appropriate unit, activity, and learning level, as well as the right assignment,
- teachers do not need to complete the entire unit and may select individual tasks based on their learners' needs,
- videos can also be used selectively, and only the most relevant sections need to be shown.
- review the activity in advance to check language, pacing, and suitability for the specific learner group,
- decide whether the activity will be used as a starter, main task, reinforcement activity, or review,
- prepare any additional non-digital materials (e.g. manipulatives, worksheets, real-life objects),
- test devices, internet connection, audio, and projection options in advance where relevant.

This preparation is particularly important because the pilot findings showed that technical interruptions, unclear instructions, or an unsuitable level can quickly reduce learner focus and autonomy.

Teachers in all pilot contexts also demonstrated that outcomes improved when digital tasks were embedded into broader lesson structures rather than used in isolation. Units, as well as the videos can be used partially; there is no need to present the whole unit (or whole video) to one learner because the pilot showed that even one assignment from unit can be enough for some learners. The intention is not to overload learners' capacity.

Good preparation in advance is first step towards successful implementation in classroom.

### During the Lesson

During the lesson, the teacher's role is to mediate access, support understanding, and adapt the pace according to learner response.

Good practice during implementation includes:

- introduce the activity clearly and explain what students are expected to do (support guidance),
- model the first step if needed,
- simplify or rephrase instructions, when necessary,
- monitor whether learners understand the task goal rather than only the interface,

- provide support with navigation, touch interaction, or task transitions where needed,
- if increased visibility is required, the teacher can enlarge the assignment display by pressing *Ctrl* and *+* simultaneously,
- when using the *matching component*, items can be selected by clicking on one option and then the corresponding option (*click-click*), without the need to *drag and drop*. This provides an alternative for students who may find dragging difficult,
- combine digital work with verbal prompts, gestures, peer support, or physical materials,
- use the digital activity flexibly (whole-class, small-group, paired, or individual format).

The pilot observations showed that teachers often achieved the best results when they actively interpreted instructions, adjusted language, and combined the digital units with real-world actions or objects. This was especially effective in inclusive classrooms and specialised support settings where students benefited from multimodal reinforcement and adult scaffolding.

### After the Lesson

After the lesson, teachers should use the activity as a basis for reflection, consolidation, and future planning.

Recommended follow-up actions include:

- briefly review what learners completed or understood,
- note which activities supported engagement and which created barriers,
- observe whether the selected level was appropriate,
- identify which learners managed independently and which needed additional support,
- connect the digital activity to follow-up tasks off-screen,
- adjust future use of the units based on observed learner response.

Because the Atollo materials are designed for flexible and repeated use, reflection after implementation is important. A single unit may be reused in a later lesson for reinforcement, revision, or progression to a higher level.

### Recommended Use Scenarios

The Atollo IZZI digital materials can be used in a range of instructional formats depending on learner needs, classroom organisation, and device availability. The materials are suitable for whole-class use, individual use, and blended learning, while the pilot findings further confirm their adaptability across mainstream, inclusive, and special education contexts.

Recommended use scenarios include:

- Whole-class introduction

The teacher projects an activity on a screen or interactive board to introduce a concept, activate prior knowledge, or demonstrate a task before guided practice.

- Small-group supported learning

A teacher, assistant, or support professional uses the activity with a small group of learners who benefit from additional scaffolding, repeated explanation, or shared discussion.

- Individual guided work

A learner works on a tablet or other device with adult support. This is particularly suitable for learners at Levels 1 and 2 or for learners who need help with instructions, navigation, or regulation.

- Independent or semi-independent work

Learners at Levels 3 and 4 may be able to complete selected activities independently or with minimal support, especially when the task structure is familiar and the digital interaction is simple.

- Blended learning sequence

A digital activity is used as one part of a larger lesson sequence, for example:

- introduction through discussion,
- digital exploration,
- hands-on practice,
- reflection or transfer task.

- Home-supported practice

Where appropriate, selected activities may also be used outside the classroom with parent or caregiver support, particularly for repetition and consolidation. The platform can also be used at home with adult assistance.

Across all scenarios, the most effective use is not determined by a single “correct” format, but by the match between:

- the learning objective,
- the learner’s profile and learner’s interests,
- the selected level,
- the available adult support,
- and the technical conditions of the learning environment.

## Guidance on Selecting Levels and Support

### Choosing the Right Level

The Atollo IZZI digital materials are organised across four learning levels, designed to support learners with different profiles of cognitive development and learning needs. The levels should be understood as flexible guidance rather than rigid progression stages, and teachers are encouraged to select the most appropriate level based on their professional judgement and knowledge of individual learners.

The four levels broadly correspond to different degrees of learning difficulty and support needs. Level 1 is intended for learners with profound and complex educational needs, who typically require extensive support and highly structured activities. Level 2 is suitable for learners with severe educational needs, while Level 3 targets learners with moderate educational needs who can engage with slightly more complex instructions and interactions. Level 4 is designed for learners approaching lower primary learning outcomes, including those who may be able to work with greater independence.

In practice, level selection should be based not only on diagnostic categories but also on factors such as:

- the learner's current learning goals,
- attention span and ability to follow instructions,
- familiarity with digital interaction,
- language comprehension,
- ability to work independently or with support.
- the learner's profile and learner's interests.

Teachers may also choose to use units from different levels within the same learning sequence. For example, a lesson might begin with a Level 2 activity to introduce a concept and progress to a Level 3 activity for reinforcement or practice. This flexible use supports differentiated instruction and allows teachers to adapt the materials to heterogeneous classrooms.

### Independence and Adult Support

An important consideration when using the Atollo digital materials is determining when learners can work independently and when adult support is needed. The pilot findings emphasised that although some learners can navigate the activities autonomously, many benefit from varying degrees of teacher, assistant, or peer support.

Learners working at Levels 1 and 2 will often require continuous adult mediation. This may include reading instructions aloud, demonstrating how to complete an activity, guiding navigation, or helping learners maintain attention and motivation. For these learners, the digital materials are most effective when used as shared activities between the learner and the supporting adult.

Learners working at Levels 3 and 4 may be able to complete selected tasks independently or semi-independently, particularly if they are already familiar with the platform interface and task structure. However, even at these levels, teacher monitoring remains important in order to:

- clarify instructions,
- ensure that the learner understands the task objective,
- support transitions between activities,
- encourage reflection on completed work.

In all cases, the most effective approach is to gradually increase learner autonomy while maintaining appropriate scaffolding, allowing students to build confidence and digital competence at their own pace.

## Use of Accessibility Features

The Atollo IZZI platform incorporates several accessibility and personalisation features designed to support learners with different needs, including those with reading difficulties, sensory sensitivities, or attention challenges. These features can help reduce barriers and improve engagement when the materials are used in inclusive or special education contexts.

Among the key accessibility options available are:

- audio support, allowing learners to listen to instructions or text content,
- adjustable display settings, including contrast or layout adaptations,
- dyslexia-friendly personalisation options,
- simplified visual presentation within the digital activities.

Teachers are encouraged to familiarise themselves with these features before introducing the materials to learners. In many cases, activating appropriate accessibility options can significantly increase learner independence and reduce the amount of direct support required during the activity.

If increased visibility is required, the teacher can enlarge the assignment display by pressing *Ctrl* and *+* simultaneously.

The pilot experience also highlighted that accessibility features are most effective when combined with clear teacher guidance and structured lesson organisation. Digital accessibility should therefore be seen as part of a broader inclusive teaching approach that combines technology, pedagogy, and supportive classroom interaction.



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